

P-20 English Subcommittee

Meeting Minutes
Thursday August 2, 2018

Opening

The regular meeting of the P-20 English Subcommittee was called to order at 9 A.M. on Thursday August 2, 2018 in Dover, DE.

Present

Shana Payne, Chris Kelly, Sophia Vassar, Matt Whelihan, Kevin Hunt, Ryan Buchanan, Susan Harrison, Amy Baker-Sheridan.

Agenda

9:00-9:30	Recap of Working Group Progress
9:30-10:15	Fall Priorities by Working Group
10:15-10:30	Next Steps

I. Introductions

Due to the resignation of former President of the State Board of Education Dennis Loftus the full P-20 Council was without one of its chairs until a few weeks ago. Thus, in order to catch everyone up to speed the next meeting of the P 20 council will be in October.

Today's meeting will be used to regroup and check in on where the Subcommittee's work is to date. The Subcommittee would also like to narrow down priorities in order to create some tangible outcomes that accommodate the member's busy schedules.

The University of Delaware's Institute for Public Administration is also at this meeting and will continue to help this subcommittee through capturing meeting minutes, creating a schedule for future meetings and providing general help with staying on track to ensure the Subcommittee is moving forward.

II. Research and Evaluation Subcommittee

This subcommittee's charge is as follows- "Investigate evidence-based reform strategies that Delaware can employ to improve strategies for students in remedial coursework in order to complete college. The committee aims to use the research to identify best practices for students and to target early intervention in high school".

Therefore, this subcommittee is involved in the dense details of the College Success Report. Specifically looking at how does this compare to what other states are doing and what has been successful. Additionally, they are ensuring the data reported in this report is correct and addresses the impact of remediation. The Report will also

investigate if students who successfully complete a remediation course can continue on to succeed in a credit bearing college course.

The College Success Report does not have a release date but is expected to be finalized around September/October.

Questions for this group included- Are there specific questions we can direct this subcommittee to tackle?

III. Online Repository Subcommittee

This subcommittee's charge is as follows- "To build collaboration between the K-12 system and higher education and to build a communications plan in order to share the repository. The subcommittee aims to support remediation by strengthening communication and sharing knowledge about student learning, assignments, evaluation tools and standards".

Thus the group asks what are the right materials to put out there to high school English teachers? And how do we update it?

IV. Literacy Cadre Subcommittee

This subcommittee's charge is as follows- "To align the expectations between both secondary schools and institutions of higher education. The Cadre focuses on analyzing assignments at different grade levels and ensuring an equitable access to rigorous assignments for all students. The Cadre also aims to open a dialogue between public schools and higher education about grading policies and expectations for student performance, focusing on driving student achievement".

The subcommittee discussed the importance of having college faculty and high school staff within the same conversation. With such communication, it creates the opportunity for both groups to learn from one another and ultimately benefit the students through impactful and meaningful teachings.

Amy Baker-Sheridan shared with the group what this subcommittee has been working on. They have been specifically looking at how meetings should be set up in order to accommodate high school teacher's schedules and higher education schedules. Additionally they worked through the process of how to obtain writing samples from students.

After discussing what the Literacy Cadre subcommittee has been working on, Shana noted that there is a large overlap in this subcommittee's work and the Online Repository subcommittee. It was then decided to merge the two subcommittees.

V. Professional Learning Subcommittee

This subcommittee's charge is as follows- "To monitor the success of the pilot program and identify opportunities for expansion to other districts. Also work to identify strengths and weaknesses of the model in order to better support remediation in Delaware. Develop processes for obtaining feedback from teachers about their professional learning needs by gathering data from teachers across disciplines and using it to develop surveys and focus group questions".

This subcommittee is focusing on the pilot program in Smyrna that is used to better prepare students for college. Through this process the subcommittee would like to pull together a focus group of teachers to get their reactions to the data and use the reactions to create a survey. This would end with the creation of modules for teachers in the state.

Through experience with the Smyrna pilot the subcommittee felt like they came in with a plan with tools of how to help the teachers. Yet, when they got there many of the teachers were already implementing the ideas they had. Thus, it may be useful to do some research to see where the gaps specifically are and find out if they are different across the state and what that looks like. This would ensure the subcommittee is not being redundant in their suggestions and are used in the most beneficial way. This subcommittee is also being merged with the Research and Evaluation subcommittee.

VI. Take Away

- It was suggested to merge the Online Repository subcommittee and the Literacy Cadre subcommittee.
- It was suggested to merge the Professional Learning subcommittee and the Research and Evaluation subcommittee.
- More research needs to be done in order to increase a focus on the outcomes the subcommittee would like to achieve.
- IPA is tasked with compiling a table that will compare the standards and objectives of 11-12 grade English courses and remedial English courses. This will be the first step in attempting to clearly see gaps within the English curriculum.
- Comparing writing samples from high school students vs. college students and addressing where they overlap and where they differentiate and how can we use this information to better serve the students.

